



The Mission of the Souderton Area School District is to prepare students to demonstrate competencies needed to contribute and to succeed in a changing world by building on a commitment to excellence and innovation, by working in partnership with family and community, and by assuring a quality education for all students in a safe and nurturing environment.

Fifth Grade Overview

The Souderton Area School District emphasizes student growth and achievement academically, socially, and emotionally. The District programs are developed and revised to meet district and PA Core standards in 12 subject areas and graduation requirements of the Chapter 4 Regulations. SASD ensures accomplishment of necessary curriculum characteristics in all standards areas by collaboratively working with teachers through curriculum reviews, curriculum mapping and curriculum writing. Planned course documents include academic standards, end of unit/course assessments, essential questions, enduring understandings, key concepts and competencies, major teaching points, instructional time, and materials and resources.

English Language Arts

➤ READING

Reading With Stamina and Meaning

Unit Summary: This unit sets the stage for rigorous, thoughtful and joyful reading throughout the remainder of the year. During this unit, teachers will establish expectations and routines for the reading workshop. Some of the skills students will practice include: selecting “just right” books for independent reading; making quick, quiet transitions from whole-class to individual reading; learning how to keep track of their independent reading using tools like home/school logs and bookmarks; and reviewing how to carry books from school to home and back again. While students practice independent reading during this unit, teachers will spend time getting to know them as readers.

Interpretation Book Clubs: Analyzing Themes

Unit Summary: This unit launches students into an intellectual growth spurt by challenging students to read thoughtfully and to write well about their reading. Readers who write can see more in the text - they notice more and they make more of what they see. This unit builds on the process of developing more nuanced interpretations by studying story elements more closely and

discussing interpretations in book clubs. Students will read analytically, noticing the way different authors develop the same theme differently.

Tackling Complexity: Moving Up Levels of Nonfiction

Unit Summary: The goal of this unit is to support readers as they encounter nonfiction that has become more and more complex. Readers will learn ways to identify challenging structures within a text and how to independently use strategies to support themselves read and learn.

Argument and Advocacy: Researching Debatable Issues

Unit Summary: In this unit students will read more complex, challenging nonfiction with the aim of becoming more active and critical citizens. Students will draw on all they have learned about how to read complex nonfiction in order to research and make arguments about proactive and debatable issues. Students will work in research groups to deepen their study, develop questions and ideas to engage in complicated conversations. Students will study an issue with agency and independence.

Fantasy Book Clubs: The Magic of Themes and Symbols

Unit Summary: This unit aims to create lifelong readers of children. Students will be introduced to the work of embracing complexity through multi-faceted characters, multiple plotlines, shifting timelines, tricky narrative structures, and complicated symbolism. Students will practice moving up the level of text complexity through fantasy series book clubs.

➤ WRITING

Launching the Writing Workshop

Unit Summary: Launching the writing workshop is the teachers' chance to get their writing workshops up and running. As students return from the summer, we take time to honor our students' lives by opening up the space for talk and offering children the chance to tell their stories. In addition to establishing procedures and routines, students will learn how their writing notebooks will become a part of their writing life. Teachers will also lay the foundation for process writing.

Narrative Craft

Unit Summary: This unit focuses on developing a repertoire of strategies that students can use for generating narrative writing. Students will raise the level of work by emphasizing that writers make decisions based on their plans for a piece of writing, their assessment of the draft and the importance of personal significance. This unit also emphasizes teaching students craft and revision driven by an effort to communicate meaning.

Lens of History - Research Reports

Unit Summary: In this unit students will learn how to write quickly and efficiently, improving their first draft writing to increase their writing stamina for meaningful revision. Moving from fast-drafting to large-scale revision will help students improve their range and resiliency as writers, as well as their capacity for continual research through writing.

The Researched-Based Argument Essay

Unit Summary: In this unit students learn to structure their writing so that it includes claims that are supported by reasons backed by evidence. Students will be taught to argue logically by teaching them how to analyze texts, to weigh evidence, and to consider logical reasoning. The unit creates a strong foundation of writing skills that will be further develop

Literary Essay: Opening Texts and Seeing More

Unit Summary: This unit focuses on teaching students to draw upon what they know about good essay writing, to think analytically about texts, and to craft claims that can be supported with evidence across texts. Students will learn how to proceed when they are asked to write a literary essay about any text, narrative and non-narrative.

Shaping Texts: From Essay and Narrative to Memoir

Unit Summary: The first part of this unit focuses on helping students write a lot, to work productively and cycle through the writing process with independence and a sense of repertoire. Students will use their writers notebooks to research their lives, zooming in on one time. Unit continues with time to research memoir structure and transfer all they have learned into crafting a memoir.

Math

Everyday Mathematics focuses on procedures, concepts, and applications in three critical areas:

- Developing addition/subtraction fluency with fractions, and understanding of multiplication/division of fractions in limited cases.
- Developing fluency with decimal operations, extending division to 2-digit divisors, integrating decimals into the place-value system, and understanding operations with decimals to hundredths.
- Developing an understanding of volume.

Scope and Sequence

The progression of learning for the course and each unit of study is below:

Unit 1: Area and Volume

Unit 2: Whole Number Place Value and Operations

Unit 3: Fraction Concepts, Addition, and Subtraction

Unit 4: Decimal Concepts; Coordinate Grids

Unit 5: Operations with Fractions

Unit 6: Investigations in Measurement; Decimal Multiplication and Division

Unit 7: Multiplication of Mixed Numbers; Geometry; Graphs

Unit 8: Applications of Measurement, Computation, and Graphing

Science

Students experience science through active construction of ideas and studying phenomena. Children investigate and begin to develop concepts and vocabulary around these experiences. Developing inquiry skills is central to helping children think as "scientists." As children begin investigations they learn to ask scientific questions, investigate the world around them, and use their observations to construct reasonable explanations for the questions that are framed for them. The role of the teacher is to guide children in the extending their scientific knowledge and to encourage children to communicate their learning, both orally and in writing, as a result of the inquiry process.

- Unit 1 - Living Things and Ecosystems
- Unit 2 - Earth Systems
- Unit 3 - Changes in Matter
- Unit 4 - Earth, the Moon, and the Stars

Social Studies

In Social Studies we focus on the following essential questions: How do artifacts help historians learn about the colonial times? How does the government impact my life? What is our role the government? How do historians learn and share information about the past?

Students work together to explore these questions and are supported by lessons focused on the topics below:

- The Land and People Before Columbus
- Age of Exploration
- Cooperation and Conflict in North America
- The Road to War
- American Revolution
- The Development and Significance of the Constitution

- Oral Social Studies Project
 - Historians learn about the past by conducting interviews, researching, observing, and collecting artifacts.
 - Historians synthesize information available at the time to share with others through written, verbal and multimedia forms.

Second Step SEL (Social Emotional Learning)

Skills for Social and Academic Success

Second Step SEL is an evidence-based social-emotional learning curriculum. When students are better equipped to manage their own emotions and build positive relationships, they're better equipped to learn.

- **Unit 1: Skills for Learning and Empathy**
 - Empathy and Respect
 - Listening with Attention
 - Being Assertive
 - Predicting Feelings
 - Taking Others' Perspectives
 - Accepting Differences
 - Disagreeing Respectfully
 - Responding with Compassion
- **Unit 2: Emotion Management**
 - Introducing Emotion Management
 - Calming Down
 - Managing Anxiety
 - Managing Frustration
 - Resisting Revenge
 - Handling Put-Downs
 - Avoiding Assumptions
- **Unit 3: Problem Solving**
 - Solving Problems
 - Making a Plan
 - Seeking Help
 - Dealing with Gossip
 - Dealing with Peer Pressure
 - Reviewing Second Step Skills

Related Arts

➤ ART

The art curriculum develops skills and concepts that build upon each other throughout their school career. The content is built around the elements of art with awareness of the context of art. This context connects art to student experience, children’s literature, local and global cultures, historical perspectives, emerging technologies, and the changing roles of artists in society.

Elements of Art

- Line – contour, abstract
- Shape – abstract, distort, simplify
- Color – monochromatic
- Texture – use in art history
- Space – creating depth
- Value – scale of 5 or more

Units

- Abstract
- Color
- Art History
- Space
- Clay
- Sculpture

➤ COMPUTER SCIENCE

The computer science curriculum develops skills and concepts that build upon each other throughout their school career. The content is built around learning digital basics, coding, and STEM/Maker activities.

Essential Questions:

- How can we communicate clearly and express ourselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to our goals?
- How can we leverage the power of technological methods to develop and test solutions?
- How do we work through the Design Process to show our learning?

➤ LIBRARY

The library curriculum develops skills and concepts to become independent learners. To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in complex information.

Students will understand that:

- Their online activity will create a lasting presence.
- There are a variety of books available for independent reading.
- Students will understand the criteria for evaluating a website.
- Students will understand how to create online search queries in pursuit of credible sources.

➤ MUSIC

Students will experience rhythm, melody, harmony, form, expressive qualities, and tone color through listening, singing, movement, creativity, and instrumental performance.

Students will understand concepts of:

- Rhythm – sixteenth notes, sixteenth notes paired with eighth notes, dotted eighth-sixteenth pattern
- Melody – singing voice, pitch matching
- Harmony – partner songs, rounds
- Form – AB, ABA, ABACA, Theme and Variations
- Expressive Qualities – identify dynamic markings, naming crescendo and decrescendo and understand how dynamics and tempo affect a song
- Tone Color – identify four families of orchestra instruments by sounds, identify the full orchestra sound
- Movement – experience creative and choreographed movement
- Instrumental performance – explore a variety of classroom instruments

➤ WELLNESS

In fifth grade, students will apply all knowledge they have gained throughout prior elementary school wellness class to more complex game environments and settings. They will evaluate their own personal fitness based on fitness testing results, and will develop strategies for targeted, future improvement. Growth and development lessons, as well as additional sickness and disease lessons are delivered in 5th grade.

- FITT principle
- Lead-ups
- Collaboration
- Mastery
- Leadership
- Offense
- Defense
- Positive role model
- Acceptance

- Personal fitness
- Cardiovascular
- Shielding
- Communicable
- Noncommunicable
- Puberty
- Lifelong wellness
- Open space